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ABSTRACT

First conducted during the 1987-88 school year, the Schools and Staffing Survey (SASS) provides periodic data on public and private schools in the United States. The Student Records Questionnaire was added during the 1993-94 cycle of SASS to collect student-level data from public schools, private schools, and schools funded by the Bureau of Indian Affairs (BIA). The schools provided information from their administrative records for randomly selected students; American Indian and Alaska Native (AIAN) students were oversampled. Extensive data tables present total national enrollments by type of school, race/ethnicity, sex, community type (rural/urban), and region; describe characteristics of AIAN students (tribal membership and enrollment, currently taught or counseled by AIAN staff); and provide information from BIA schools, public schools, and private schools for AIAN students, other minority students, and White non-Hispanic students, and for males and females on the following: (1) students who withdrew, dropped out, or were chronically truant and reasons for the behavior; (2) students receiving special programs or services; (3) disabilities; (4) retention in grade; (5) junior high and high school students enrolled in various science and mathematics courses; (6) students enrolled in various Native studies, culture, and language courses; (7) students who completed advanced placement courses; (8) high school juniors and seniors who sent transcripts to colleges; and (9) students whose primary language is not English and those with limited English proficiency. Technical notes detail survey content, methodology, and definitions. Appendices include standard error tables, the Student Records Questionnaire, and a list of SASS data products. (SV)

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Schools and Staffing Survey

Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indian and Alaska Native Students

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Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indian and Alaska Native Students

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Highlights

- There were approximately 39,300 students in BIA schools; 41,621,500 students in public schools; and 4,970,500 students in private schools in the United States in school year 1993–94 (table 1).

- In BIA schools 98.0 percent of the American Indian/Alaska Native (AIAN) students were members of a Tribe or Village, while only 55.4 percent of the AIAN students in public schools were members of a Tribe or Village (table 2). (Membership is a self-proclaimed status.)

- In BIA schools 94.6 percent of the AIAN students were enrolled in a Tribe or Village versus only 36.0 percent of the AIAN students in public schools were enrolled in a Tribe or a Village (table 2). (To be enrolled one must meet certain qualifications established by the tribe or village.)

- During school year 1993–94, 10.5 percent of the students in BIA schools and 2.7 percent of the students in public schools withdrew, dropped out, or were chronic truants. The reason most cited by students in BIA schools (47.7 percent) that withdrew, dropped out, or were chronic truants was family problems, while in public schools (19.5 percent) it was the second reason cited (table 3).

- In BIA schools 89.8 percent of AIAN students and 46.2 percent of AIAN students in public schools received free or reduced-price lunches (table 4).

- Learning disability was the most cited disability among students in all three school types: BIA schools 87.0 percent, public schools 68.9 percent, and private schools 62.7 percent (table 5).

- During school year 1993–94, 12.1 percent of the students in BIA schools had been retained one or more times, compared to 6.7 percent of the students in public and 3.4 percent of the students in private schools (table 6).

- During school year 1993–94, there was a greater percentage of females than males in grades 9–12 who were currently enrolled in Algebra II, Trigonometry, or Algebra II/ Trigonometry in public schools (16.8 percent and 12.3 percent, respectively) (table 9).

- During school year 1993–94, AIAN students in grades 7–12 in BIA schools were more likely to have received instruction in American Indian/Alaska Native courses (multiple topics) than their peers who were enrolled in public schools (33.3 percent vs. 17.9 percent) (table 12).

- During school year 1993–94, 52.7 percent of the AIAN students in BIA schools and 64.6 percent of the AIAN students in public schools were limited English proficiency (LEP) (table 15).

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User Notes and Comments

We are interested in your reaction to the information presented here about the Schools and Staffing Survey data collection system as well as the microdata files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information about this report, please contact:

Schools and Staffing Survey
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651

We are also interested in the research you do using the SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

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Introduction

The Schools and Staffing Survey (SASS), an integrated survey of American schools, school districts, principals, and teachers is funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. First conducted during the 1987–88 school year, SASS is designed to provide periodic data on public and private schools in the United States. Major categories of data collected in SASS include the characteristics of schools, teachers, and principals, school programs and policies, and the opinions and attitudes of teachers and principals about policies and working conditions.

SASS has four core components: the Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the School Teacher Survey. These surveys are sent to public and private schools. During the 1990–91 cycle of SASS an Indian School Questionnaire was added. During the 1993–94 cycle, the following surveys were added: Indian School Teacher Questionnaire, Indian School Principal, Student Records Questionnaire (one version for all 3 school types: Public, Private and Indian), Library Media Center Questionnaire (Public, Private, and Indian), and Library Media Specialist/Librarian Questionnaire (Public, Private, and Indian).

The analytical power of data from SASS is enhanced by the ability to link survey data for individual local education agencies (LEAs), schools, principals, teachers, and, since the 1993–94 school year, student-level records. The use of comparable questions in each round of SASS makes it possible to monitor changes in the nation's educational system.

This E.D.TAB uses data from the component of SASS called the Student Records Questionnaire. The data for the Student Records Questionnaire were collected from public schools, private schools, and schools funded by the Bureau of Indian Affairs. The schools were asked to provide information from their administrative records for randomly selected students. This information included gender, date of birth, race, country of birth, language spoken at home, grade level, participation in programs and services, GPA, and attendance record.

The purpose of the Student Records component of SASS was to collect data that can be used to examine the distribution of school programs and quality teachers among students of differing demographic and academic characteristics and to describe the participation of students in school programs and services. Linkage of the student data to the characteristics of their teachers is possible through SASS, but this particular E.D.TAB did not take advantage of this.

To satisfy the requirement of the Office of Indian Education, American Indian/Alaska Native students were oversampled for this survey. In some cases there were too few sample cases for reliable estimates for Asian/Pacific Islander, Hispanic, and black, non-Hispanic students. For this reason, they were merged into one category, "other minority". Refer to each table for the percent breakout of this category as the population of students may change based on the questionnaire item used for each table.

Table 1.—Number of students, by sector and selected characteristics: 1993–94

Selected characteristics	Total students	Sector		
		BIA/tribal	Public	Private
Total	46,631,260	39,263	41,621,450	4,970,548
Race/ethnicity				
American Indian/Alaska Native	512,559	38,138	452,471	21,949
Other minority[1]	14,154,724	–	13,144,679	1,010,015
White, non-Hispanic	31,963,978	1,094	28,024,300	3,938,584
Sex				
Male	23,929,752	23,029	21,489,917	2,416,805
Female	22,701,509	16,234	20,131,533	2,553,742
Community type				
Central City	13,871,862	748	11,930,544	1,940,570
Urban fringe/large town	15,028,644	1,283	12,934,274	2,093,087
Rural-small town	17,730,754	37,231	16,756,632	936,891
Region[2]				
East	28,847,580	1,907	25,232,613	3,613,060
North plains	3,817,460	12,751	3,449,895	354,814
South central	4,097,900	893	3,848,844	248,163
Southwest	5,637,071	22,524	5,175,517	439,031
Northwest	4,080,604	1,188	3,787,451	291,965
Alaska	150,644	0	127,130	23,515

–Too few sample cases for a reliable estimate.

[1]Other minority consists of 11.0 percent Asian/Pacific Islander, 37.9 percent Hispanic, and 51.1 percent black, non-Hispanic students.

[2]The states included in each region are defined in the definition portion of the technical notes section under "region".

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 2.—Number and percentage of American Indian/Alaska Native students, by sector and selected characteristics: 1993–94

Selected characteristics	Total Am. Indian/ Alaska Native students	Sector			
		BIA/tribal		Public	
		Number	Percent	Number	Percent
Total American Indian/ Alaska Native	512,559	38,138	100.0	452,471	100.0
Member of a tribe or village*	308,178	37,386	98.0	250,727	55.4
Enrolled in a tribe or village*	204,770	36,070	94.6	162,963	36.0
Currently is taught by an American Indian/ Alaska Native	117,471	24,625	64.6	87,989	19.4
Currently is counseled by an American Indian/Alaska Native	68,310	11,323	29.7	56,227	12.4

*Membership is a self-proclaimed status, whereas to be enrolled in a tribe or village, members must meet certain qualifications established by the tribe or village.
NOTE: There were too few private school students in the survey to produce reliable estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey,1993–94 (Student Records Questionnaire).

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Table 3.—Total number and percentage of students who withdrew, dropped out, or are a chronic truant, by reasons student withdrew, dropped out, or is a chronic truant, race/ethnicity, and sex: 1993–94

Reason student withdrew, dropped out, or is a chronic truant[1]	Total students who withdrew, dropped out, or are a chronic truant	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority[2]	White, Non-Hispanic	Male	Female
Total	1,146,234	18,243	614,294	513,697	558,252	587,982
Total withdrew, dropped out, or chronic truant rate	2.5	3.6	4.3	1.6	2.3	2.6
BIA/tribal						
Total number	4,117	4,087	–	0	2,645	–
Total withdrew, dropped out, or chronic truant rate	10.5	10.7	–	0.0	11.5	–
Alcohol or drug abuse	13.7	13.9	–	0.0	18.1	–
Alienation or isolation	1.2	–	–	0.0	–	–
Didn't like school, teachers, or other students	10.7	10.8	–	0.0	10.6	–
Employment	3.8	–	–	0.0	–	–
Family problems	47.7	47.3	–	0.0	54.3	–
Friends withdrew/dropped out	0.3	–	–	0.0	–	–
Parenthood or pregnancy	5.1	5.2	–	0.0	0.0	–
Poor grades	10.1	10.1	–	0.0	11.3	–
Other	38.0	38.3	–	0.0	33.3	–
Don't know	2.7	2.8	–	0.0	3.9	–
Public						
Total number	1,113,037	11,500	611,971	489,566	543,385	569,652
Total withdrew, dropped out, or chronic truant rate	2.7	2.5	4.7	1.7	2.5	2.8
Alcohol or drug abuse	1.6	3.7	2.7	–	3.1	0.1
Alienation or isolation	0.1	8.2	–	0.0	0.1	0.0
Didn't like school, teachers, or other students	10.8	14.4	13.4	7.5	15.2	6.6
Employment	1.2	5.9	0.0	2.7	2.5	0.1
Family problems	19.5	16.6	13.6	26.9	18.0	20.9
Friends withdrew/dropped out	3.4	3.2	5.7	–	5.3	1.6
Parenthood or pregnancy	0.7	2.4	0.0	–	0.0	1.5
Poor grades	1.1	3.3	–	–	2.2	–
Other	71.5	51.2	78.5	63.3	79.8	63.7
Don't know	3.3	9.6	5.8	0.0	0.7	5.7
Private[3]						

–Too few sample cases for a reliable estimate.

[1]Withdrew, dropped out, or chronic truant refers to an individual who has not been in school for 4 consecutive weeks or more and is not absent due to illness or injury.

[2]Other minority consists of 0.5 percent Asian/Pacific Islander, 35.9 percent Hispanic, and 63.6 percent black, non-Hispanic students.

[3]There were too few dropouts among private school students in the survey to produce reliable estimates.

NOTE: Percents may add to more than 100 percent as students may have withdrew, dropped out, or are a chronic truant for more than one reason.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 4.—Total number and percentage of continuing students receiving services, by types of services, race/ethnicity, and sex: 1993–94

Services	Total continuing students receiving services	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority[1]	White, Non-Hispanic	Male	Female
Total	46,631,260	512,559	14,154,724	31,963,978	23,929,752	22,701,509
BIA/tribal						
Total number	39,263	38,138	–	–	23,029	16,234
Free or reduced-price lunches	90.1	89.8	–	–	90.1	90.0
Gifted and talented	9.5	9.3	–	–	8.4	11.2
Remedial education	8.6	8.8	–	–	9.2	7.7
Chapter 1	39.6	40.5	–	–	39.5	39.8
Before/after school care	3.3	3.2	–	–	4.7	1.3
Indian Education Act (Title V)	37.5	38.6	–	–	39.6	34.5
ESL/ESOL[2]	4.1	4.2	–	–	4.1	4.1
Bilingual education	29.6	29.9	–	–	29.3	29.9
None of the above	20.5	19.0	–	–	18.4	23.4
Public						
Total number	41,621,450	452,471	13,144,679	28,024,300	21,489,917	20,131,533
Free or reduced-price lunches	32.9	46.2	59.1	20.3	35.4	30.1
Gifted and talented	6.7	2.0	5.7	7.2	5.5	7.9
Remedial education	8.2	10.5	10.4	7.1	11.1	5.1
Chapter 1	13.1	18.7	26.7	6.6	13.6	12.6
Before/after school care	0.7	1.1	1.1	0.5	0.8	0.6
Indian Education Act (Title V)	0.3	24.2	0.0	0.0	0.4	0.2
ESL/ESOL[2]	3.8	2.8	11.3	0.3	3.8	4.0
Bilingual education	2.3	6.2	7.0	0.1	2.7	1.9
None of the above	67.9	50.3	49.8	76.6	65.3	70.6
Private						
Total number	4,970,548	–	1,010,015	3,938,584	2,416,805	2,553,742
Free or reduced-price lunches	4.8	–	10.4	3.1	5.0	4.7
Gifted and talented	3.6	–	2.7	3.8	3.6	3.6
Remedial education	6.4	–	13.2	4.6	9.7	3.2
Chapter 1	3.2	–	9.3	1.5	3.4	3.0
Before/after school care	5.4	–	11.8	3.7	6.2	4.6
Indian Education Act (Title V)	0.0	–	0.0	0.0	0.0	0.0
ESL/ESOL[2]	0.7	–	0.9	0.6	1.3	0.1
Bilingual education	0.0	–	0.0	–	–	0.0
None of the above	84.1	–	72.6	87.3	80.0	87.9

–Too few sample cases for a reliable estimate.

[1]Other minority consists of 11.0 percent Asian/Pacific Islander, 37.9 percent Hispanic, and 51.1 percent black, non-Hispanic students.

[2]English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL).

NOTE: Percents may add to more than 100 percent as students can receive more than one service.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey,1993–94 (Student Records Questionnaire).

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Table 5.—Total number and percentage of continuing students with disabilities, by type of disability, race/ethnicity, and sex: 1993–94

Type of disability	Total continuing students with disabilities	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	4,549,287	80,877	1,414,811	3,053,599	3,026,650	1,522,636
BIA/tribal						
Total number	7,346	7,316	–	0	5,167	2,179
Learning disability	87.0	87.0	–	0.0	89.8	80.6
Emotional disturbance	8.4	8.0	–	0.0	9.4	5.9
Mental retardation	3.5	3.5	–	0.0	–	8.2
Speech/language impairment	16.3	16.4	–	0.0	18.0	12.3
Hearing impairment	1.0	–	–	0.0	0.0	–
Visual impairment	0.1	–	–	0.0	0.0	–
Orthopedic impairment	0.1	–	–	0.0	0.0	–
Autism	0.0	0.0	–	0.0	0.0	0.0
Traumatic brain injury	0.0	0.0	–	0.0	0.0	0.0
Other health impairment	0.2	–	–	0.0	0.0	–
Public						
Total number	4,368,612	71,641	1,376,929	2,920,043	2,906,680	1,461,933
Learning disability	68.9	60.3	68.9	69.1	68.0	70.6
Emotional disturbance	15.9	1.8	18.2	15.1	20.3	7.0
Mental retardation	12.8	2.2	26.5	6.6	14.4	9.7
Speech/language impairment	20.5	74.9	19.4	19.7	18.4	24.6
Hearing impairment	1.4	0.3	1.2	1.6	1.3	1.7
Visual impairment	3.4	32.6	4.9	1.9	3.2	3.7
Orthopedic impairment	4.0	32.6	8.4	1.3	5.1	1.9
Autism	0.7	0.0	–	0.0	1.0	–
Traumatic brain injury	0.0	0.0	–	–	–	0.0
Other health impairment	2.9	1.2	3.1	2.8	3.7	1.3
Private						
Total number	173,328	–	–	133,556	114,804	–
Learning disability	62.7	–	–	69.0	63.7	–
Emotional disturbance	41.4	–	–	28.5	38.8	–
Mental retardation	11.7	–	–	8.7	10.1	–
Speech/language impairment	15.9	–	–	17.4	12.4	–
Hearing impairment	0.0	–	–	0.0	0.0	–
Visual impairment	0.0	–	–	0.0	0.0	–
Orthopedic impairment	0.0	–	–	0.0	0.0	–
Autism	4.2	–	–	–	–	–
Traumatic brain injury	0.0	–	–	0.0	0.0	–
Other health impairment	1.1	–	–	–	0.0	–

–Too few sample cases for a reliable estimate.

*Other minority consists of 4.1 percent Asian/Pacific Islander, 33.0 percent Hispanic, and 62.9 percent black, non-Hispanic students.

NOTE: Percents may add to more than 100 percent as students may have more than one disability.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 6.—Total number of continuing students, total number of continuing students ever retained, and percentage of continuing students ever retained, by students current grade level: 1993–94

Students' current grade level	Total number of continuing students	Total number of continuing students ever retained	Percentage of continuing students ever retained
Total	45,148,100	2,866,550	6.3
BIA/tribal	37,001	4,488	12.1
Kindergarten	3,598	–	8.0
Ungraded	77	0	0.0
Primary (grades 1-3)	9,575	1,013	10.6
Elementary (grades 4-6)	9,528	1,087	11.4
Junior High (grades 7-8)	5,169	570	11.0
High School (grades 9-12)	9,054	1,529	16.9
Public	40,168,150	2,694,339	6.7
Kindergarten	2,344,924	1,294	0.1
Ungraded	348,165	48,362	13.9
Primary (grades 1-3)	9,246,765	886,847	9.6
Elementary (grades 4-6)	10,261,671	673,526	6.6
Junior High (grades 7-8)	6,312,307	338,808	5.4
High School (grades 9-12)	11,654,318	745,502	6.4
Private	4,942,948	167,723	3.4
Kindergarten	295,616	17,978	6.1
Ungraded	43,921	0	0.0
Primary (grades 1-3)	1,082,729	39,269	3.6
Elementary (grades 4-6)	1,255,758	25,669	2.0
Junior High (grades 7-8)	986,130	46,661	4.7
High School (grades 9-12)	1,278,793	38,145	3.0

–Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 7 —Total number and percentage of continuing students ever retained, by retention status, race/ethnicity, and sex: 1993–94

	Continuing students			Race/ethnicity									Sex					
				American Indian/ Alaska Native			Other minority*			White, non-Hispanic			Male			Female		
Retention status	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained
Total	45,148,100	2,866,550	6.3	482,971	86,944	18.0	13,452,365	1,360,129	10.1	31,212,763	1,419,477	4.5	22,982,795	1,933,246	8.4	22,165,305	933,304	4.2
BIA/tribal	37,001	4,488	12.1	35,877	4,458	12.4	--	--	--	--	--	--	21,543	3,258	15.1	15,458	1,231	8.0
Never retained	32,513	**	**	31,419	**	**	--	**	**	--	**	**	18,286	**	**	14,227	**	**
Retained once		4,151	11.2		4,120	11.5		--	--		--	--		3,092	14.4		1,058	6.8
Retained more than once		338	0.9		338	0.9		--	--		--	--		165	0.8		173	1.1
Public	40,168,150	2,694,339	6.7	425,145	79,942	18.8	12,449,803	1,341,480	10.8	27,293,202	1,272,917	4.7	20,565,598	1,791,784	8.7	19,602,553	902,555	4.6
Never retained	37,473,811	**	**	345,203	**	**	11,108,323	**	**	26,020,285	**	**	18,773,814	**	**	18,699,998	**	**
Retained once		2,495,346	6.2		79,318	18.7		1,243,063	10.0		1,172,965	4.3		1,645,427	8.0		849,918	4.3
Retained more than once		198,993	0.5		624	0.1		98,417	0.8		99,952	0.4		146,357	0.7		52,636	0.3
Private	4,942,948	167,723	3.4	--	--	--	1,002,531	18,618	1.9	3,918,468	146,560	3.7	2,395,653	138,205	5.8	2,547,295	29,518	1.2
Never retained	4,775,225	**	**	--	**	**	983,913	**	**	3,771,908	**	**	2,257,449	**	**	2,517,777	**	**
Retained once		161,614	3.3		--	--		18,618	1.9		140,451	3.6		132,096	5.5		29,518	1.2
Retained more than once		6,109	0.1		--	--		0	0.0		6,109	0.2		6,109	0.3		0	0.0

--Too few sample cases for a reliable estimate.
*Other minority consists of 11.0 percent Asian/Pacific Islander, 37.9 percent Hispanic, and 51.1 percent black, non-Hispanic students.
**Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire)

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Table 8.—Number and percentage distribution of continuing students in grades 7-8 currently enrolled in mathematics courses, by race/ethnicity and sex: 1993–94

Type of mathematics class	Total continuing 7 - 8th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	7,303,607	135,914	1,651,387	5,516,306	3,627,683	3,675,925
BIA/tribal						
Total number	5,169	5,054	0	–	2,836	–
Remedial math	10.3	10.6	0.0	–	11.4	–
General/regular math	75.7	77.4	0.0	–	78.4	–
Business or consumer math	0.0	0.0	0.0	–	0.0	–
Pre-algebra or enriched math	4.5	4.6	0.0	–	5.7	–
Algebra I	1.8	–	0.0	–	0.0	–
Geometry	0.0	0.0	0.0	–	0.0	–
Algebra II, Trigonometry, and Algebra II/Trigonometry	0.0	0.0	0.0	–	0.0	–
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	0.0	0.0	0.0	–	0.0	–
Other	3.3	3.3	0.0	–	–	–
None	4.4	–	0.0	–	–	–
Public						
Total number	6,312,307	128,654	1,480,622	4,703,032	3,170,401	3,141,906
Remedial math	6.8	2.9	16.1	4.0	6.9	6.8
General/regular math	58.1	82.3	65.3	55.2	64.1	52.0
Business or consumer math	0.0	–	0.0	0.0	0.0	–
Pre-algebra or enriched math	19.8	14.0	9.8	23.1	19.4	20.2
Algebra I	9.3	–	2.5	11.7	3.9	14.7
Geometry	0.0	0.0	–	0.0	–	0.0
Algebra II, Trigonometry, and Algebra II/Trigonometry	0.0	0.0	0.0	–	–	0.0
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	0.0	0.0	0.0	0.0	0.0	0.0
Other	5.5	–	5.9	5.5	4.9	6.1
None	0.5	0.0	0.4	–	–	0.2
Private						
Total number	986,130	–	170,765	813,159	454,445	531,685
Remedial math	1.1	–	–	1.0	0.9	1.3
General/regular math	58.5	–	40.9	62.3	59.9	57.3
Business or consumer math	0.2	–	0.0	–	0.0	–
Pre-algebra or enriched math	26.0	–	45.4	22.0	26.2	25.8
Algebra I	11.8	–	6.9	12.9	8.5	14.7
Geometry	0.0	–	0.0	0.0	0.0	0.0
Algebra II, Trigonometry, and Algebra II/Trigonometry	0.8	–	0.0	1.0	–	0.0
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	0.0	–	0.0	0.0	0.0	0.0
Other	1.6	–	5.7	–	2.7	–
None	0.0	–	0.0	0.0	0.0	0.0

–Too few sample cases for a reliable estimate.
*Other minority consists of 6.8 percent Asian/Pacific Islander, 40.2 percent Hispanic, and 53.0 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

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Table 9.—Number and percentage distribution of continuing students in grades 9-12 currently enrolled in mathematics courses, by race/ethnicity and sex: 1993–94

Type of mathematics class	Total continuing 9 - 12th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	12,942,165	65,721	3,957,703	8,918,741	6,692,866	6,249,299
BIA/tribal						
Total number	9,054	8,168	0	--	5,464	3,590
Remedial math	3.4	3.7	0.0	--	4.8	1.2
General/regular math	13.6	15.0	0.0	--	14.5	12.2
Business or consumer math	2.7	--	0.0	--	--	0.0
Pre-algebra or enriched math	25.4	28.1	0.0	--	33.3	13.4
Algebra I	17.0	18.6	0.0	--	14.9	20.3
Geometry	9.6	10.7	0.0	--	3.3	19.3
Algebra II, Trigonometry, and Algebra II/Trigonometry	12.1	4.3	0.0	--	4.6	23.5
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	7.7	8.5	0.0	--	10.9	2.9
Other	8.5	8.0	0.0	--	9.3	--
None	0.0	0.0	0.0	--	0.0	0.0
Public						
Total number	11,654,318	53,747	3,759,730	7,840,840	6,100,415	5,553,903
Remedial math	5.8	5.6	9.7	3.9	8.3	3.0
General/regular math	8.8	6.4	17.8	4.5	9.2	8.3
Business or consumer math	3.2	4.4	2.8	3.3	3.5	2.8
Pre-algebra or enriched math	4.4	10.6	5.3	4.0	5.2	3.5
Algebra I	21.1	21.9	25.4	19.1	20.6	21.7
Geometry	18.2	13.8	16.4	19.0	16.0	20.6
Algebra II, Trigonometry, and Algebra II/Trigonometry	14.4	12.9	5.4	18.8	12.3	16.8
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	6.2	1.3	4.9	6.8	7.4	4.9
Other	3.0	5.2	2.9	3.1	3.3	2.7
None	14.9	18.0	9.3	17.5	14.1	15.7
Private						
Total number	1,278,793	--	197,972	1,077,015	586,988	691,806
Remedial math	2.3	--	--	1.9	3.9	--
General/regular math	4.5	--	7.2	4.0	2.7	6.0
Business or consumer math	5.8	--	--	6.0	5.9	5.7
Pre-algebra or enriched math	7.0	--	33.2	2.2	7.6	6.4
Algebra I	23.0	--	24.3	22.7	20.0	25.5
Geometry	16.4	--	7.6	18.1	16.2	16.6
Algebra II, Trigonometry, and Algebra II/Trigonometry	21.8	--	7.4	24.5	24.3	19.6
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	11.4	--	8.1	12.1	14.2	9.0
Other	3.5	--	4.0	3.5	2.4	4.4
None	4.3	--	--	5.1	2.7	5.7

--Too few sample cases for a reliable estimate.
*Other minority consists of 12.6 percent Asian/Pacific Islander, 34.5 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 10.—Number and percentage of continuing students in grades 7-8 currently enrolled in science courses, by race/ethnicity and sex: 1993–94

Type of science course	Total continuing 7-8th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	7,303,607	135,914	1,651,387	5,516,306	3,627,683	3,675,925
BIA/tribal						
Total number	5,169	5,054	0	–	2,836	–
General science	74.8	74.2	0.0	–	84.4	–
Earth science	19.2	19.7	0.0	–	15.7	–
Environmental science	9.7	9.9	0.0	–	–	–
Physical science	12.3	12.6	0.0	–	–	–
Anatomy/Physiology	4.3	–	0.0	–	–	–
Biology	9.7	9.9	0.0	–	–	–
Chemistry	0.0	0.0	0.0	–	0.0	–
Physics	0.0	0.0	0.0	–	0.0	–
Advanced Placement (AP) Biology, Chemistry, and Physics	0.0	0.0	0.0	–	0.0	–
Other	11.6	11.9	0.0	–	6.8	–
None	2.2	2.3	0.0	–	–	–
Public						
Total number	6,312,307	128,654	1,480,622	4,703,032	3,170,401	3,141,906
General science	46.9	64.3	64.4	40.9	50.2	43.5
Earth science	22.4	8.6	7.3	27.5	17.3	27.5
Environmental science	0.4	1.8	–	0.3	0.6	0.1
Physical science	11.5	2.2	10.2	12.1	14.3	8.6
Anatomy/Physiology	0.0	0.0	0.0	0.0	0.0	0.0
Biology	3.7	2.1	–	4.9	2.4	5.1
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0
Advanced Placement (AP) Biology, Chemistry, and Physics	0.0	–	0.0	0.0	0.0	–
Other	15.3	23.5	19.4	13.7	15.7	14.9
None	1.7	0.3	3.7	1.2	1.9	1.6
Private						
Total number	986,130	–	170,765	813,159	454,445	531,685
General science	35.4	–	44.0	33.4	45.1	27.0
Earth science	21.6	–	45.1	16.7	22.8	20.5
Environmental science	9.6	–	–	11.3	5.1	13.5
Physical science	33.4	–	36.3	32.9	26.1	39.7
Anatomy/Physiology	0.0	–	0.0	0.0	0.0	0.0
Biology	14.8	–	–	17.6	15.7	14.1
Chemistry	0.0	–	0.0	0.0	0.0	0.0
Physics	0.0	–	0.0	0.0	0.0	0.0
Advanced Placement (AP) Biology, Chemistry, and Physics	0.0	–	0.0	0.0	0.0	0.0
Other	1.4	–	–	1.6	0.0	2.6
None	0.7	–	–	–	–	–

–Too few sample cases for a reliable estimate.

*Other minority consists of 6.8 percent Asian/Pacific Islander, 40.2 percent Hispanic, and 53.0 percent black, non-Hispanic students.

NOTE: Percents may add to more than 100 percent as students may be enrolled in more than one science course.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

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Table 11.—Number and percentage of continuing students in grades 9-12 currently enrolled in science courses, by race/ethnicity and sex: 1993–94

Type of science course	Total continuing 9-12th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	12,942,165	65,721	3,957,703	8,918,741	6,692,866	6,249,299
BIA/tribal						
Total number	9,054	8,168	0	–	5,464	3,590
General science	17.7	19.6	0.0	–	22.7	10.1
Earth science	0.8	–	0.0	–	–	0.0
Environmental science	3.4	3.8	0.0	–	5.5	–
Physical science	10.7	11.9	0.0	–	11.4	9.6
Anatomy/Physiology	0.0	0.0	0.0	–	0.0	0.0
Biology	18.5	19.3	0.0	–	15.8	22.7
Chemistry	9.3	10.4	0.0	–	–	–
Physics	2.6	2.6	0.0	–	–	5.8
Advanced Placement (AP) Biology, Chemistry, and Physics	0.3	–	0.0	–	–	0.0
Other	9.0	10.0	0.0	–	10.9	6.1
None	28.3	22.1	0.0	–	19.8	41.3
Public						
Total number	11,654,318	53,747	3,759,730	7,840,840	6,100,415	5,553,903
General science	9.4	8.0	17.3	5.7	13.1	5.4
Earth science	5.6	7.1	5.0	5.9	5.2	6.1
Environmental science	2.9	5.0	3.5	2.6	3.6	2.1
Physical science	13.8	13.8	22.2	9.8	12.8	14.9
Anatomy/Physiology	2.4	2.6	–	2.8	2.7	2.0
Biology	22.1	26.5	20.9	22.6	23.6	20.4
Chemistry	11.0	9.0	6.1	13.3	10.0	12.0
Physics	3.8	3.6	2.0	4.6	3.7	3.9
Advanced Placement (AP) Biology, Chemistry, and Physics	3.4	–	3.1	3.5	2.8	4.0
Other	9.1	4.4	8.4	9.5	7.9	10.5
None	20.8	21.2	16.7	22.8	19.8	21.9
Private						
Total number	1,278,793	–	197,972	1,077,015	586,988	691,806
General science	2.5	–	4.2	2.2	2.4	2.6
Earth science	1.4	–	–	0.8	–	2.1
Environmental science	2.3	–	–	1.5	1.9	–
Physical science	14.2	–	29.7	11.4	13.6	14.7
Anatomy/Physiology	2.0	–	0.0	2.4	3.6	–
Biology	29.9	–	27.2	30.5	27.6	31.9
Chemistry	18.1	–	6.9	20.2	19.0	17.3
Physics	5.2	–	5.4	5.1	5.1	5.2
Advanced Placement (AP) Biology, Chemistry, and Physics	6.0	–	2.1	6.8	7.9	4.5
Other	5.8	–	0.0	6.7	5.6	5.9
None	14.3	–	13.7	14.5	14.8	13.9

–Too few sample cases for a reliable estimate.

*Other minority consists of 12.6 percent Asian/Pacific Islander, 34.5 percent Hispanic, and 52.9 percent black, non-Hispanic students.

NOTE: Percents may add to more than 100 percent as students may be enrolled in more than one science course.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 12.—Number and percentage of continuing students in grades 7-12 ever enrolled in American Indian/Alaska Native courses, by race/ethnicity and sex: 1993–94

Type of American Indian or Alaska Native course	Total continuing 7-12th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	20,245,772	201,635	5,609,090	14,435,047	10,320,549	9,925,223
BIA/tribal						
Total number	14,223	13,222	0	–	8,300	5,923
History	36.7	34.4	0.0	–	34.0	40.4
Native language	21.7	23.2	0.0	–	21.8	21.6
Culture	28.5	30.5	0.0	–	29.2	27.6
Arts and crafts	26.8	27.7	0.0	–	25.1	29.0
Government	15.0	16.2	0.0	–	10.5	21.3
Multicultural education	12.3	13.2	0.0	–	13.6	10.4
Social studies	28.9	30.1	0.0	–	26.2	32.6
Multiple topics	35.7	33.3	0.0	–	35.0	36.7
None	31.4	32.9	0.0	–	33.0	29.2
Public						
Total number	17,966,625	182,401	5,240,352	12,543,872	9,270,816	8,695,809
History	0.7	6.3	0.0	0.9	0.7	0.7
Native language	0.2	5.7	0.0	0.2	0.3	0.1
Culture	0.1	7.0	0.0	0.0	0.1	0.1
Arts and crafts	0.1	5.2	–	0.0	0.1	0.0
Government	0.0	2.0	0.0	–	0.0	0.0
Multicultural education	0.1	1.4	0.0	0.1	0.0	0.2
Social studies	2.9	5.7	3.0	2.8	3.1	2.6
Multiple topics	11.2	17.9	5.0	13.7	9.8	12.7
None	85.2	71.3	92.0	82.6	86.4	84.0
Private						
Total number	2,264,924	–	368,738	1,890,174	1,041,433	1,223,491
History	2.9	–	–	3.1	1.9	3.7
Native language	0.0	–	0.0	0.0	0.0	0.0
Culture	1.9	–	–	2.1	1.0	2.7
Arts and crafts	1.0	–	–	1.0	1.7	–
Government	0.3	–	0.0	–	–	0.0
Multicultural education	1.3	–	4.4	0.7	2.0	0.7
Social studies	1.7	–	7.0	0.7	2.3	1.2
Multiple topics	15.8	–	18.0	15.5	11.0	20.0
None	81.0	–	75.4	82.2	84.0	78.5

–Too few sample cases for a reliable estimate.

*Other minority consists of 10.9 percent Asian/Pacific Islander, 36.2 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Student Records Questionnaire).

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Table 13.—Total number and percentage distribution of continuing students in grades 7-12 enrolled in or who completed AP courses, by race/ethnicity and sex: 1993–94

Enrollment in or completion of AP courses	Total continuing 7 - 12th grade students enrolled in or completed AP courses	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	20,245,772	201,635	5,609,090	14,435,047	10,320,549	9,925,223
BIA/tribal						
Total number	14,223	13,222	0	–	8,300	5,923
Currently enrolled in AP courses						
Not enrolled	81.8	87.6	0.0	–	82.0	81.4
One or more	18.2	12.4	0.0	–	18.0	18.6
Completed AP courses						
None completed	90.6	94.8	0.0	–	92.0	88.7
One or more	9.4	5.2	0.0	–	8.0	11.3
Public						
Total number	17,966,625	182,401	5,240,352	12,543,872	9,270,816	8,695,809
Currently enrolled in AP courses						
Not enrolled	88.6	96.2	92.9	86.5	92.0	84.8
One or more	11.4	3.8	7.1	13.5	8.0	15.2
Completed AP courses						
None completed	95.7	98.8	96.6	95.3	97.5	93.8
One or more	4.3	1.2	3.4	4.7	2.5	6.2
Private						
Total number	2,264,924	–	368,738	1,890,174	1,041,433	1,223,491
Currently enrolled in AP courses						
Not enrolled	87.6	–	93.5	86.4	86.4	88.5
One or more	12.4	–	6.5	13.6	13.6	11.5
Completed AP courses						
None completed	96.8	–	98.7	96.4	95.8	97.7
One or more	3.2	–	1.3	3.6	4.2	2.3

–Too few sample cases for a reliable estimate.

*Other minority consists of 10.9 percent Asian/Pacific Islander, 36.2 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 14.—Total number and percentage of continuing students in grades 11-12 who have sent transcripts to colleges or universities, by race/ethnicity and sex: 1993–94

Sector	Total continuing 11-12th grade students who sent transcripts	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	5,736,757	29,332	1,294,361	4,413,064	2,775,218	2,961,539
BIA/tribal	34.3	19.1	0.0	–	–	–
Public	25.2	21.2	22.3	26.1	20.1	29.9
Private	37.8	–	–	38.3	41.9	33.6

–Too few sample cases for a reliable estimate.

*Other minority consists of 14.6 percent Asian/Pacific Islander, 41.8 percent Hispanic, and 43.6 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 15.—Number of continuing students whose primary language spoken at home is other than English, and the number and percentage of those students who are Limited English Proficient, by primary language spoken in the student's home: 1993–94

Sector	Primary language spoken at home other than English	Primary language spoken in the student's home: American Indian/Alaska Native — English not primary language at home	American Indian/Alaska Native — Number Limited English Proficient	American Indian/Alaska Native — Percent Limited English Proficient	Spanish — English not primary language at home	Spanish — Number Limited English Proficient	Spanish — Percent Limited English Proficient	Other — English not primary language at home	Other — Number Limited English Proficient	Other — Percent Limited English Proficient
Total	4,395,681	48,656	25,527	54.7	3,110,665	1,881,577	60.5	1,236,360	390,797	30.0
BIA/tribal	13,540	13,329	7,019	52.7	--	--	--	194	421	16.9
Public	4,112,516	28,655	18,507	64.6	2,997,845	1,869,341	62.4	1,086,016	361,977	32.0
Private	269,625	--	--	--	--	--	--	152,150	28,399	15.5

--Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Technical Notes

Content

The National Center for Education Statistics (NCES)—a component of the Office of Educational Research and Improvement in the U.S. Department of Education—conducts the integrated set of surveys called the Schools and Staffing Survey (SASS). SASS has four main components: The Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the School Teacher Survey. These surveys were sent to public and private schools. During the 1990–91 cycle of SASS a separate Indian School Questionnaire was sent to a sample of Bureau of Indian Affairs (BIA) schools. During the 1993–94 cycle of SASS, the following surveys were added: Indian School Teacher Questionnaire, Indian Principal Questionnaire, Student Records Questionnaire (one version for all 3 school types was used), Library Media Center Questionnaire (public, private, and BIA), and Library Media Specialist/Librarian Questionnaire (public, private, and BIA).

This E.D. Tab uses data from the Student Records Questionnaire and solicits information about students that can be answered by a school administrator using the student's school records. The survey provides information on the types of services the student receives, the types of mathematics and science courses he/she is enrolled in, and the linkage between students and their schools and teachers.

Sample and Estimates

A subsample of schools for the student sample was selected from the 1993–94 SASS school sample. A subsample of approximately three teachers was selected from each sampled school. Finally, approximately two sample students were selected from the class sample enrollment of each teacher. From the subsample of 4,651 teachers, 5,697 public and 1,236 private students were selected. The sample was designed to support the following estimates for the student survey:

1. The sample of public school students was designed to make national and regional estimates by school level (elementary, secondary, and combined) or urbanicity (urban, suburban, and rural-small town).

2. The American Indian sample was designed to make national estimates with comparable precision as for other public schools.

3. The sample of private school students was designed to make national estimates by school level or major affiliation (Catholic, other religious, non-sectarian).

In the 1993–94 SASS, the 1991–92 Common Core of Data (CCD) was used as a sampling frame for the public schools. The 1991–92 Private School Survey (PSS), updated with 1992–93 association lists, was used as a sampling frame for the private schools. The universe of

BIA schools was obtained from a 1992–93 list of 176 schools provided by the Bureau of Indian Affairs. All the BIA schools were selected with certainty to represent the universe.

Table A.—Total number of schools, teachers, and students, by type of school

Type of school	Number of schools	Number of teachers	Number of students
Total	1,751	4,651	6,933
Total BIA/tribal	176	430	602
Total private	381	903	1,236
Total public	1,194	3,318	5,095
20% or more American Indian Enrollment	444	1,262	2,024
Alaska	199	549	759
Other public	551	1,507	2,312

Allocation

The Student sample was allocated by the following method:

1. All the BIA, public schools with 20% or more American Indian enrollment, and schools in Alaska, were selected with certainty to represent the universe.

2. 1,194 public schools were subsampled from the SASS Public School sample.

3. Other public schools were stratified by grade level and urbanicity. A total sample size of 551 for other public schools was allocated proportional to the number of SASS public schools in each stratum.

4. A total of 381 private schools were stratified by affiliation and grade level. The total was allocated to each stratum proportional to the number of SASS schools in each stratum.

5. If possible, three SASS sample teachers were selected from each SASS school subsampled for the student component. If a school had less than three sample teachers, all sample teachers were selected.

6. Two sample students were selected from each selected teacher.

Table B.—School sample sizes for the public school student subsample, by type of school in the 1993–94 SASS

Type of school	Sample size
Total	1,370
Public—20% or more American Indian Enrollment	444
BIA/tribal	176
Alaska	199
Other public	551

Table C.—School sample sizes for the other public school student subsample, by grade level and urbanicity in the 1993–94 SASS

Urbanicity	Total	Elementary	Secondary	Combined
Total	551	245	229	77
Central city	143	66	53	24
Suburban	123	56	52	15
Rural	285	123	124	38

Table D.—School sample sizes for the private school student subsample, by affiliation and grade level in the 1993–94 SASS

Affiliation	Total	Elementary	Secondary	Combined
Total	379[1]	182	66	131
Catholic	111	67	34	10
Other religious	173	87	22	64
Non-sectarian	95	28	10	57

[1]The 381 is different from the 379 because the procedure which minimizes the overlap between student and library surveys can make the actual sample size differ slightly from the designated sample size.

Data Collection

The student sample was drawn from the class rosters of the sample teachers. The Student Records Questionnaires were mailed to the schools; the school administrators were asked to provide information from the school records of each of the selected students. If the schools did not respond to the first or second mailout, then they were contacted by telephone. If the school did not want to send a class roster, a personal visit was scheduled to obtain the students' names and their information. The Student Records Questionnaire was conducted April through June 1994.

Response Rates

Below are the unweighted and weighted response rates for the Schools, Teachers, and Student Records Questionnaire. The unweighted response rates are defined as the number of in-scope responding questionnaires divided by the number of in-scope sample cases. The weighted response rates are defined the same way, using the weighted instead of unweighted numbers. The overall response rate for a particular item (questionnaire response rate times item response rate) may be lower than the respective response rate given below because the item nonresponse rates are not included in the figures below.

Table E.—Unweighted and weighted response rates for schools, teachers, and students, by survey type

Survey type	Unweighted response rate	Weighted response rate[1]
Public school	92.0	92.3
Private school	84.1	83.2
BIA/tribal school	99.3	99.3
Public teacher[2]	88.9	88.2
Private teacher[3]	80.6	80.2
BIA/tribal teacher	87.1	86.6
Public school student[4]	90.2	91.3
Private school student[5]	87.6	88.0
BIA/tribal school student[6]	93.7	92.7

[1]Weighted using the inverse of the probability of selection.
[2]These rates do not include the 5 percent of public schools that did not provide teacher lists.
[3]These rates do not include the 9 percent of private schools that did not provide teacher lists.
[4]These rates do not include the 12 percent of public schools that did not participate in student sampling.
[5]These rates do not include the 21 percent of private schools that did not participate in student sampling.
[6]These rates do not include the 6 percent of Indian schools that did not participate in student sampling.

Item Response Rates

The unweighted item response rates (i.e., the number of sample units responding to an item divided by the number of sample units that should have responded to that item) for the school types of the Student Questionnaire ranged from 79 percent to 100 percent. These rates are unweighted and do not reflect additional nonresponse due to respondents' refusal to participate in the survey.

Table F.—Range of item response rates, percentage of items with a response rate of 90 percent or more, and percentage of items with a response rate less than 75 percent, by sector

Sector	Range of item response rates	Percentage of items with a response rate of 90% or more	Percentage of items with a response rate of less than 75%
BIA/tribal	79–100%	88%	0%
Private	84–100%	97%	0%
Public	90–100%	97%	0%

Imputation

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from the school questionnaire, and (3) extracting data from the record for a sample case with similar characteristics (commonly known as the "hot deck" method for imputing for item nonresponse). For more information on imputations, see Abramson, R., Cole, C., Jackson, B., Parmer, R., and Kaufman, S., *1993–94 Schools and Staffing Survey: Sample Design and Estimation Report*, (NCES 96–089).

Weighting

Weights of the sample units were developed to produce student estimates for BIA, private, all public schools, public schools with 20% or more American Indian enrollment, and public schools in Alaska. The basic weights were the inverse of the estimated probability of selection, and were adjusted for school and student nonresponse. The weights were also adjusted for a teacher classification problem, where teachers reported in the student selection process as out of scope were later determined to be in scope in the teacher survey. Finally, the student weights were adjusted to known student counts, by first adjusting to frame totals and then to student totals from the SASS school survey.

For the set of certainty schools, the factor is 1.

For more details, see Abramson, R., Cole, C., Jackson, B., Parmer, R., and Kaufman, S., *1993–94 Schools and Staffing Survey: Sample Design and Estimation Report*, (NCES 96–089).

Standard Errors

The data in this report are based on samples and, hence, are subject to sampling variability. In order to make proper inferences about the larger population which the samples represent, the accuracy of all statistics and estimates in this report were checked. All comparisons discussed in the text were tested for statistical significance using the student's t statistic at an alpha level of .05. Whenever comparisons were multiple, the Bonferroni procedure was used to adjust the alpha level for the t tests.

Standard errors were calculated to indicate the accuracy of each estimate in the tables. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard error units below to 1.96 standard error units above a particular statistic would include the inverse value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effect of biases due to item nonresponse, measurement error, data processing error, or other possible systematic error.

Standard errors were calculated using a balance repeated replications procedure. Because this procedure incorporates the design features of complex sample surveys, the standard errors are generally higher than those calculated under the assumptions of simple random sampling.

Definitions

School Types

BIA School. A BIA school is defined as an educational or residential center operated by or under contract with the Bureau of Indian Affairs offering services to Indian students under the authority of a local school board and the direction of a local school supervisor. The school can occupy one or more buildings and includes day schools, boarding schools, previously private schools, cooperative schools, and contract schools.

Private School. A private school is defined by the PSS as a school not in the public system that provides instruction for any of grades 1–12 where the instruction was not given exclusively in a private home.

Public School. A public school is defined by CCD as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Prison schools and schools operated by the Department of the Defense are included.

Student. A student is defined as anyone in school grades K–12.

Continuing student. A student is considered continuing if he/she is currently enrolled or suspended, but not expelled, transferred to another school, withdrawn/dropout/chronic truant, nor deceased.

Out-of-scope student. A student was considered out-of-scope if he/she was expelled, transferred to another school, withrew/dropped out/chronic truant, or died (Demographic characteristics are the only questionnaire items collected for these students).

Teacher. A teacher is defined as any full-time or part-time teacher who teaches in any of grades K–12. Itinerant teachers are included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school. Beginning in 1993–94, anyone in the school who teaches grades K–12, but whose primary assignment is something else, is also defined as a teacher.

Community Type. Community type was derived from the seven-category "urbanicity" code (locale) developed by Johnson.[1] The local code was based on the school's mailing address matched to U.S. Census Bureau data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This approach is believed to provide a more accurate description of the community than the respondents' self-reported community type used in analyses of the 1987–88 SASS. (For more details, see Johnson, Frank, Comparisons of School Locale Setting: Self-Reported Versus Assigned Working Paper No. 94–01) For this report the locale codes were aggregated into three community types.

Urban area. A large central city (the central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 persons per square mile) or a mid-size city (a central city of an SMSA, but not designated as a large central city).

Suburban area. A suburban area is defined to include the urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city defined as urban by the U.S. Census Bureau) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Census Bureau).

Rural-small town. This category was defined to include both rural areas (population of less than 2,500 and defined as rural by the U.S. Census Bureau) and small towns (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500).

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[1]Johnson, F. 1989. *Assigning Type of Local Codes to the 1987-88 CCD Public Schools Universe* (Data Series Technical Report SP-CCD-87188-7.4). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

School Level

Elementary. A school that had grade 6 or lower, or "ungraded" and had no grade higher than the 8th grade.

Secondary. A school that had no grade lower than the 7th grade, or "ungraded" and had grade 7 or higher.

Combined. A school that had grades higher than 8th and lower than the 7th. Schools in which students are "ungraded" (i.e., non classified by standard grade levels) are also classified as combined.

Region. Six regions were employed in this report, and are based on the definitions used for Title V Technical Assistance Centers of the Office of Indian Education, U.S. Department of Education.

East (Region I). Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, and the District of Columbia.

Northern plains (Region II). Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin.

Northwest (Region III). Colorado, Idaho, Montana, Oregon, Utah, Washington, and Wyoming.

Southwest (Region IV). Arizona, California, Hawaii, New Mexico, and Nevada.

South central (Region V). Oklahoma and Texas.

Alaska (Region VI). Alaska.

Withdrawn/Dropout/Chronic Truant. An individual who has not been in school for 4 consecutive weeks or more and is not absent due to illness or injury.

Limited English Proficient. Students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL). Students with Limited English Proficiency are provided with intensive instruction in English.

Bilingual Education. Native language is used to varying degrees in instructing students with Limited English Proficiency.

Appendix A—Standard Error Tables

Table 1A.—Standard errors for number students, by sector and selected characteristics: 1993–94

Selected characteristics	Total students	Sector		
		BIA/tribal	Public	Private
Total	413,661.1	0.0	393,728.4	60,257.9
Race/ethnicity				
American Indian/Alaska Native	23,435.8	465.4	20,706.2	11,647.9
Other minority[1]	345,134.8	–	347,286.1	80,479.6
White, non-Hispanic	320,837.1	457.9	288,359.3	103,614.7
Sex				
Male	678,464.1	913.5	657,383.7	125,375.9
Female	672,040.9	913.5	686,826.6	115,588.7
Community type				
Central City	901,030.8	318.8	869,898.3	239,790.5
Urban fringe/large town	877,844.4	249.4	879,657.8	235,653.9
Rural-small town	771,329.2	413.8	756,984.9	115,255.1
Region[2]				
East	845,113.1	446.4	817,221.0	132,358.2
North plains	423,200.9	987.9	415,139.7	81,982.0
South central	350,643.5	136.8	352,280.0	58,906.6
Southwest	592,841.9	1,047.5	572,719.5	85,923.0
Northwest	596,798.1	348.7	596,678.8	68,924.0
Alaska	28,245.1	0.0	6,064.8	25,232.8

–Too few sample cases for a reliable estimate.

[1]Other minority consists of 11.0 percent Asian/Pacific Islander, 37.9 percent Hispanic, and 51.1 percent black, non-Hispanic students.

[2]The states included in each region are defined in the definition portion of the technical notes section under "region".

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 2A.—Standard errors for number and percent of American Indian/Alaska Native students, by sector and selected characteristics: 1993–94

Selected characteristics	Total Am. Indian/ Alaska Native students	Sector			
		BIA/tribal		Public	
		Number	Percent	Number	Percent
Total American Indian/ Alaska Native	23,435.8	465.4		20,706.2	
Member of a tribe or village*	37,256.9	605.7	1.20	38,181.2	8.88
Enrolled in a tribe or village*	12,331.6	607.4	1.35	9,744.3	2.96
Currently is taught by an American Indian/ Alaska Native	9,681.2	962.9	2.54	10,425.8	2.66
Currently is counseled by an American Indian/Alaska Native	7,888.7	951.7	2.58	6,871.9	1.84

*Membership is a self-proclaimed status, whereas to be enrolled in a tribe or village, members must meet certain qualifications established by the tribe or village.

NOTE: There were too few private school students in the survey to produce reliable estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 3A.—Standard errors for total number and percentage of students who withdrew, dropped out, or are a chronic truant, by reasons student withdrew, dropped out, or is a chronic truant, race/ethnicity, and sex: 1993–94

Reason student withdrew, dropped out, or is a chronic truant[1]	Total students who withdrew, dropped out, or are a chronic truant	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority[2]	White, non-Hispanic	Male	Female
Total	237,773.8	3,823.5	176,868.8	130,064.2	163,992.9	141,414.8
Total withdrew, dropped out, or chronic truant rate	0.51	0.73	1.27	0.41	0.69	0.63
BIA/tribal						
Total number	655.0	650.9	–	0.0	580.8	–
Total withdrew, dropped out, or chronic truant rate	1.67	1.72	–	0.00	2.34	–
Alcohol or drug abuse	4.65	4.67	–	0.00	7.18	–
Alienation or isolation	1.33	–	–	0.00	–	–
Didn't like school, teachers, or other students	3.99	4.00	–	0.00	6.26	–
Employment	1.18	–	–	0.00	–	–
Family problems	12.13	12.23	–	0.00	14.55	–
Friends withdrew/dropped out	0.36	–	–	0.00	–	–
Parenthood or pregnancy	3.94	3.96	–	0.00	0.00	–
Poor grades	5.52	5.54	–	0.00	7.68	–
Other	10.07	10.16	–	0.00	13.13	–
Don't know	1.76	1.77	–	0.00	2.75	–
Public						
Total number	238,929.7	2,182.2	176,796.4	131,262.8	166,005.5	141,961.6
Total withdrew, dropped out, or chronic truant rate	0.57	0.49	1.37	0.47	0.77	0.71
Alcohol or drug abuse	1.27	2.04	2.39	–	2.80	0.05
Alienation or isolation	0.05	4.87	–	0.00	0.12	0.04
Didn't like school, teachers, or other students	6.79	5.92	11.90	5.09	10.92	6.09
Employment	0.88	3.71	0.00	1.95	2.38	0.06
Family problems	7.32	5.45	9.61	12.13	9.94	10.31
Friends withdrew/dropped out	1.78	3.53	3.42	–	3.21	1.37
Parenthood or pregnancy	1.06	2.23	0.00	–	0.00	2.04
Poor grades	0.84	2.01	–	–	1.87	–
Other	7.61	7.93	10.98	12.69	9.10	10.10
Don't know	3.27	5.28	6.61	0.01	1.53	6.59
Private[3]						

–Too few sample cases for a reliable estimate.

[1]Withdrew, dropped out, or chronic truant refers to an individual who has not been in school for 4 consecutive weeks or more and is not absent due to illness or injury.

[2]Other minority consists of 0.5 percent Asian/Pacific Islander, 35.9 percent Hispanic, and 63.6 percent black, non-Hispanic students.

[3]There were too few dropouts among private school students in the survey to produce reliable estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

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Table 4A.—Standard errors for total number and percentage of continuing students receiving services, by types of services, race/ethnicity, and sex: 1993–94

Services	Total continuing students receiving services	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority[1]	White, non-Hispanic	Male	Female
Total	413,661.1	23,435.8	345,134.8	320,837.1	678,464.1	672,040.9
BIA/tribal						
Total number	0.0	485.4	–	–	913.5	913.5
Free or reduced-price lunches	1.96	1.98	–	–	2.46	3.19
Gifted and talented	1.52	1.47	–	–	1.33	3.05
Remedial education	1.48	1.51	–	–	1.60	1.96
Chapter 1	2.94	2.89	–	–	3.72	3.91
Before/after school care	0.85	0.78	–	–	1.32	0.58
Indian Education Act (Title V)	2.52	2.45	–	–	3.08	3.56
ESL/ESOL[2]	0.88	0.91	–	–	1.09	1.04
Bilingual education	2.51	2.46	–	–	2.56	3.77
None of the above	2.34	1.72	–	–	2.63	3.48
Public						
Total number	393,728.4	20,706.2	347,286.1	288,359.3	657,383.7	686,826.6
Free or reduced-price lunches	1.46	8.13	3.26	1.63	2.17	2.28
Gifted and talented	0.92	0.46	1.88	1.10	1.17	1.36
Remedial education	1.34	6.43	2.31	1.44	2.20	0.74
Chapter 1	1.40	3.19	3.42	0.94	2.07	1.58
Before/after school care	0.31	0.41	0.76	0.27	0.38	0.30
Indian Education Act (Title V)	0.07	6.68	0.00	0.00	0.14	0.02
ESL/ESOL[2]	0.56	0.45	1.60	0.24	0.69	0.78
Bilingual education	0.46	0.92	1.51	0.04	0.62	0.53
None of the above	1.76	7.99	2.80	1.97	2.79	1.69
Private						
Total number	60,257.9	–	60,479.6	103,614.7	125,375.9	115,588.7
Free or reduced-price lunches	1.30	–	4.45	0.89	1.42	1.42
Gifted and talented	1.05	–	1.58	1.09	1.32	1.57
Remedial education	1.40	–	5.03	1.13	2.17	1.02
Chapter 1	1.01	–	4.06	0.50	1.15	1.21
Before/after school care	1.02	–	4.27	0.63	1.38	1.21
Indian Education Act (Title V)	0.00	–	0.00	0.00	0.00	0.00
ESL/ESOL[2]	0.32	–	0.64	0.36	0.63	0.08
Bilingual education	0.02	–	0.00	–	–	0.00
None of the above	2.07	–	5.73	1.89	2.62	2.44

–Too few sample cases for a reliable estimate.

[1]Other minority consists of 11.0 percent Asian/Pacific Islander, 37.9 percent Hispanic, and 51.1 percent black, non-Hispanic students.

[2]English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 5A.—Standard errors for total number and percentage of continuing students with disabilities, by type of disability, race/ethnicity, and sex: 1993–94

Type of disability	Total continuing students with disabilities	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	534,888.9	33,115.8	274,710.5	437,219.5	491,188.7	231,183.8
BIA/tribal						
Total number	904.6	903.0	–	0.0	728.6	386.4
Learning disability	3.04	3.08	–	0.00	3.67	5.66
Emotional disturbance	3.94	3.74	–	0.00	4.58	4.39
Mental retardation	1.19	1.20	–	0.00	–	3.84
Speech/language impairment	3.49	3.50	–	0.00	4.29	5.36
Hearing impairment	0.27	–	–	0.00	0.00	–
Visual impairment	0.16	–	–	0.00	0.00	–
Orthopedic impairment	0.16	–	–	0.00	0.00	–
Autism	0.00	0.00	–	0.00	0.00	0.00
Traumatic brain injury	0.00	0.00	–	0.00	0.00	0.00
Other health impairment	0.17	–	–	0.00	0.00	–
Public						
Total number	534,127.5	32,978.2	275,996.1	434,782.2	490,360.0	226,458.5
Learning disability	4.61	26.40	8.95	6.80	6.14	6.62
Emotional disturbance	7.29	2.39	10.82	6.48	10.29	4.14
Mental retardation	3.97	2.44	10.62	2.73	5.00	4.81
Speech/language impairment	4.01	23.51	7.20	5.15	4.73	6.47
Hearing impairment	0.90	0.54	1.06	1.15	1.17	0.95
Visual impairment	2.04	28.89	4.83	1.23	2.78	2.21
Orthopedic impairment	2.06	28.78	5.62	0.80	2.94	1.81
Autism	0.95	0.00	–	0.02	1.46	–
Traumatic brain injury	0.00	0.00	–	–	–	0.00
Other health impairment	1.23	1.28	3.22	1.26	2.05	1.20
Private						
Total number	44,903.6	–	–	37,794.7	36,308.3	–
Learning disability	10.99	–	–	12.97	14.06	–
Emotional disturbance	13.77	–	–	14.67	16.20	–
Mental retardation	10.80	–	–	8.39	11.51	–
Speech/language impairment	8.09	–	–	8.92	8.41	–
Hearing impairment	0.00	–	–	0.00	0.00	–
Visual impairment	0.00	–	–	0.00	0.00	–
Orthopedic impairment	0.00	–	–	0.00	0.00	–
Autism	4.84	–	–	–	–	–
Traumatic brain injury	0.00	–	–	0.00	0.00	–
Other health impairment	1.58	–	–	–	0.00	–

–Too few sample cases for a reliable estimate.

*Other minority consists of 4.1 percent Asian/Pacific Islander, 33.0 percent Hispanic, and 62.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

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Table 6A.—Standard errors for total number of continuing students, total number of continuing students ever retained, and percentage of continuing students ever retained, by students current grade level: 1993–94

Students' current grade level	Total number of continuing students	Total number of continuing students ever retained	Percentage of continuing students ever retained
Total	501,395.2	342,583.1	0.76
BIA/tribal	684.3	578.8	1.51
Kindergarten	849.0	–	5.69
Ungraded	47.7	0.0	0.00
Primary (grades 1-3)	871.3	275.3	3.01
Elementary (grades 4-6)	962.2	262.7	2.50
Junior High (grades 7-8)	785.0	216.6	3.97
High School (grades 9-12)	823.7	414.9	4.68
Public	488,928.3	327,662.2	0.81
Kindergarten	384,560.5	517.4	0.02
Ungraded	152,726.0	33,059.0	12.37
Primary (grades 1-3)	765,544.9	167,439.9	1.84
Elementary (grades 4-6)	657,137.9	168,010.6	1.65
Junior High (grades 7-8)	677,977.0	88,477.9	1.48
High School (grades 9-12)	519,644.8	160,822.0	1.34
Private	59,674.7	40,800.7	0.83
Kindergarten	54,798.5	8,935.7	2.98
Ungraded	18,510.9	0.0	0.00
Primary (grades 1-3)	125,866.5	14,398.9	1.20
Elementary (grades 4-6)	111,236.8	11,837.2	0.98
Junior High (grades 7-8)	111,967.7	28,819.7	2.78
High School (grades 9-12)	101,677.4	15,079.9	1.43

–Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 7A.—Standard errors for total number and percentage of continuing students ever retained, by retention status, race/ethnicity, and sex: 1993–94

Retention status	Continuing students			Race/ethnicity									Sex					
				American Indian/ Alaska Native			Other minority*			White, non-Hispanic			Male			Female		
	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained	Total students	Number retained	Percent retained
Total	501,395.2	342,583.1	0.76	28,797.9	39,970.4	8.07	411,430.5	217,474.4	1.62	445,754.2	225,820.1	0.72	685,245.9	255,383.5	1.06	653,763.7	159,260.1	0.73
BIA/tribal	684.3	578.8	1.51	722.2	580.0	1.57	--	--	--	--	--	--	835.0	348.0	1.75	862.7	391.3	2.49
Never retained	751.3	**	**	806.4	**	**	--	**	**	--	**	**	914.6	**	**	881.8	**	**
Retained once		586.5	1.55		589.0	1.61		--	--		--	--		355.3	1.76		395.7	2.57
Retained more than once		159.9	0.43		159.9	0.44		--	--		--	--		30.8	0.15		160.1	1.03
Public	488,928.3	327,662.2	0.81	27,759.1	39,925.6	9.18	408,297.4	216,019.0	1.74	433,373.4	207,371.2	0.76	666,072.0	244,905.7	1.15	668,186.7	159,828.6	0.83
Never retained	567,100.2	**	**	43,465.3	**	**	446,730.3	**	**	482,088.6	**	**	648,350.0	**	**	675,440.5	**	**
Retained once		319,821.0	0.79		39,880.9	9.17		208,411.1	1.68		194,131.7	0.72		244,661.3	1.17		156,134.0	0.81
Retained more than once		76,907.4	0.19		539.7	0.12		59,449.8	0.48		42,912.8	0.16		66,080.1	0.31		31,148.3	0.16
Private	59,674.7	40,600.7	0.83	--	--	--	80,383.9	9,413.0	0.95	100,643.9	38,099.7	0.97	125,551.7	40,139.5	1.65	115,842.4	11,928.2	0.48
Never retained	75,704.1	**	**	--	**	**	79,215.0	**	**	106,700.4	**	**	123,283.0	**	**	118,312.4	**	**
Retained once		39,041.3	0.80		--	--		9,413.0	0.95		37,330.9	0.95		38,601.8	1.59		11,928.2	0.48
Retained more than once		5,667.8	0.11		--	--		0.0	0.00		5,667.8	0.14		5,667.8	0.24		0.0	0.00

--Too few sample cases for a reliable estimate.
*Other minority consists of 11.0 percent Asian/Pacific Islander, 37.9 percent Hispanic, and 51.1 percent black, non-Hispanic students.
**Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire)

Table 8A.—Standard errors for number and percentage distribution of continuing students in grades 7-8 currently enrolled in mathematics courses, by race/ethnicity and sex: 1993–94

Type of mathematics class	Total continuing 7 - 8th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	703,079.8	31,291.1	320,015.9	553,000.9	371,964.3	493,192.2
BIA/tribal						
Total number	785.0	758.6	0.0	–	564.5	–
Remedial math	4.05	4.11	0.00	–	4.85	–
General/regular math	5.95	5.36	0.00	–	6.29	–
Business or consumer math	0.00	0.00	0.00	–	0.00	–
Pre-algebra or enriched math	1.80	1.83	0.00	–	2.80	–
Algebra I	1.89	–	0.00	–	0.00	–
Geometry	0.00	0.00	0.00	–	0.00	–
Algebra II, Trigonometry, and Algebra II/Trigonometry	0.00	0.00	0.00	–	0.00	–
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	0.00	0.00	0.00	–	0.00	–
Other	1.54	1.59	0.00	–	–	–
None	4.44	–	0.00	–	–	–
Public						
Total number	677,977.0	31,508.4	306,500.2	529,142.5	367,305.4	471,320.5
Remedial math	2.76	1.24	9.70	1.74	3.31	3.29
General/regular math	3.77	13.24	10.15	3.78	4.79	4.46
Business or consumer math	0.00	–	0.00	0.00	0.00	–
Pre-algebra or enriched math	2.65	13.40	5.22	3.22	3.34	3.96
Algebra I	2.16	–	3.03	2.49	1.92	3.51
Geometry	0.00	0.00	–	0.00	–	0.00
Algebra II, Trigonometry, and Algebra II/Trigonometry	0.00	0.00	0.00	–	–	0.00
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	0.00	0.00	0.00	0.00	0.00	0.00
Other	2.53	–	4.64	3.13	2.63	4.47
None	0.31	0.00	0.40	–	–	0.18
Private						
Total number	111,987.7	–	51,769.5	100,108.8	51,584.1	92,127.4
Remedial math	0.68	–	–	0.72	0.76	1.13
General/regular math	6.45	–	16.55	6.42	6.98	7.68
Business or consumer math	0.19	–	0.00	–	0.00	–
Pre-algebra or enriched math	6.19	–	17.75	5.71	6.82	7.32
Algebra I	3.34	–	3.44	4.09	3.55	5.48
Geometry	0.00	–	0.00	0.00	0.00	0.00
Algebra II, Trigonometry, and Algebra II/Trigonometry	0.89	–	0.00	1.07	–	0.00
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	0.00	–	0.00	0.00	0.00	0.00
Other	1.20	–	5.44	–	2.43	–
None	0.00	–	0.00	0.00	0.00	0.00

–Too few sample cases for a reliable estimate.
*Other minority consists of 6.8 percent Asian/Pacific Islander, 40.2 percent Hispanic, and 53.0 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey,1993–94 *(Student Records Questionnaire)*

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Table 9A.—Standard errors for number and percentage distribution of continuing students in grades 9-12 currently enrolled in mathematics courses, by race/ethnicity and sex: 1993–94

Type of mathematics class	Total continuing 9 - 12th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	544,541.3	11,938.2	339,835.7	429,363.2	537,134.6	396,237.0
BIA/tribal						
Total number	823.7	637.8	0.0	–	637.8	438.4
Remedial math	1.36	1.44	0.00	–	2.19	0.73
General/regular math	2.79	2.95	0.00	–	4.23	4.94
Business or consumer math	2.64	–	0.00	–	–	0.00
Pre-algebra or enriched math	6.02	6.64	0.00	–	8.27	4.74
Algebra I	4.21	4.46	0.00	–	5.03	7.39
Geometry	2.93	3.17	0.00	–	2.32	4.88
Algebra II, Trigonometry, and Algebra II/Trigonometry	4.24	1.61	0.00	–	2.44	9.16
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	3.41	3.67	0.00	–	4.55	2.90
Other	2.35	2.52	0.00	–	2.54	–
None	0.00	0.00	0.00	–	0.00	0.00
Public						
Total number	519,644.8	11,411.9	320,652.0	415,404.4	522,007.9	378,197.5
Remedial math	1.70	2.01	4.91	1.09	2.64	1.31
General/regular math	2.25	2.09	6.60	1.37	2.85	1.97
Business or consumer math	0.94	1.79	1.76	1.04	1.14	1.09
Pre-algebra or enriched math	0.98	3.42	1.64	1.05	1.27	1.31
Algebra I	2.46	7.06	4.78	2.49	2.78	3.64
Geometry	2.44	4.38	5.73	2.67	3.06	3.83
Algebra II, Trigonometry, and Algebra II/Trigonometry	1.99	3.59	1.98	2.50	2.35	2.74
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	1.38	0.86	2.42	2.00	2.05	1.19
Other	0.91	3.18	1.91	0.83	1.10	1.15
None	1.86	6.75	2.58	2.44	2.09	2.37
Private						
Total number	101,677.4	–	58,225.0	109,754.5	87,670.1	87,633.4
Remedial math	1.35	–	–	1.43	2.63	–
General/regular math	2.05	–	6.96	2.30	2.08	3.27
Business or consumer math	2.63	–	–	2.48	4.16	3.75
Pre-algebra or enriched math	2.76	–	13.08	1.18	3.74	2.82
Algebra I	3.31	–	12.82	3.14	4.20	6.37
Geometry	3.62	–	7.04	4.14	4.51	4.14
Algebra II, Trigonometry, and Algebra II/Trigonometry	3.34	–	5.01	3.60	4.43	4.44
Pre-calculus, Calculus, and Advanced Placement (AP) Calculus	2.58	–	6.26	2.96	3.83	3.04
Other	1.59	–	8.16	1.65	1.42	2.70
None	1.68	–	–	1.91	1.86	2.62

–Too few sample cases for a reliable estimate.
*Other minority consists of 12.6 percent Asian/Pacific Islander, 34.5 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (*Student Records Questionnaire*).

Table 10A.—Standard errors for number and percentage of continuing students in grades 7-8 currently enrolled in science courses, by race/ethnicity and sex: 1993–94

Type of science course	Total continuing 7-8th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	703,079.8	31,291.1	320,015.9	553,000.9	371,964.3	493,192.2
BIA/tribal						
Total number	785.0	758.6	0.0	–	564.5	–
General science	8.42	8.49	0.00	–	8.77	–
Earth science	6.36	6.41	0.00	–	8.84	–
Environmental science	5.03	5.11	0.00	–	–	–
Physical science	7.38	7.54	0.00	–	–	–
Anatomy/Physiology	4.34	–	0.00	–	–	–
Biology	5.03	5.11	0.00	–	–	–
Chemistry	0.00	0.00	0.00	–	0.00	–
Physics	0.00	0.00	0.00	–	0.00	–
Advanced Placement (AP) Biology, Chemistry, and Physics	0.00	0.00	0.00	–	0.00	–
Other	4.68	4.74	0.00	–	4.03	–
None	0.97	0.98	0.00	–	–	–
Public						
Total number	677,977.0	31,508.4	306,500.2	529,142.5	367,305.4	471,320.5
General science	6.54	20.96	9.70	8.00	6.81	7.95
Earth science	5.20	7.95	3.75	6.86	4.44	7.50
Environmental science	0.33	1.61	–	0.27	0.62	0.08
Physical science	3.43	1.36	6.40	3.24	4.66	2.89
Anatomy/Physiology	0.00	0.00	0.00	0.00	0.00	0.00
Biology	2.56	1.15	–	3.42	1.79	3.58
Chemistry	0.00	0.00	0.00	0.00	0.00	0.00
Physics	0.00	0.00	0.00	0.00	0.00	0.00
Advanced Placement (AP) Biology, Chemistry, and Physics	0.01	–	0.00	0.00	0.00	–
Other	4.01	21.41	8.32	4.38	4.67	5.57
None	0.87	0.33	2.13	1.05	1.18	1.00
Private						
Total number	111,987.7	–	51,769.5	100,108.8	51,584.1	92,127.4
General science	8.83	–	15.80	9.34	9.99	9.55
Earth science	5.83	–	17.90	4.59	6.61	6.55
Environmental science	6.20	–	–	7.36	3.26	10.38
Physical science	8.86	–	18.11	9.63	8.55	11.46
Anatomy/Physiology	0.00	–	0.00	0.00	0.00	0.00
Biology	5.98	–	–	7.03	6.20	6.10
Chemistry	0.00	–	0.00	0.00	0.00	0.00
Physics	0.00	–	0.00	0.00	0.00	0.00
Advanced Placement (AP) Biology, Chemistry, and Physics	0.00	–	0.00	0.00	0.00	0.00
Other	1.23	–	–	1.44	0.00	2.26
None	0.55	–	–	–	–	–

–Too few sample cases for a reliable estimate.

*Other minority consists of 6.8 percent Asian/Pacific Islander, 40.2 percent Hispanic, and 53.0 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 11A.—Standard errors for number and percentage of continuing students in grades 9-12 currently enrolled in science courses, by race/ethnicity and sex: 1993–94

Type of science course	Total continuing 9-12th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	544,541.3	11,938.2	339,835.7	429,363.2	537,134.6	396,237.0
BIA/tribal						
Total number	823.7	637.8	0.0	–	637.8	438.4
General science	5.88	6.05	0.00	–	8.27	4.87
Earth science	0.37	–	0.00	–	–	0.00
Environmental science	1.50	1.65	0.00	–	2.48	–
Physical science	4.45	4.81	0.00	–	7.20	3.53
Anatomy/Physiology	0.00	0.00	0.00	–	0.00	0.00
Biology	4.62	4.47	0.00	–	5.98	5.99
Chemistry	2.94	3.60	0.00	–	–	–
Physics	1.37	1.46	0.00	–	–	3.21
Advanced Placement (AP) Biology, Chemistry, and Physics	0.15	–	0.00	–	–	0.00
Other	2.87	3.01	0.00	–	4.38	1.07
None	6.43	5.30	0.00	–	7.25	9.43
Public						
Total number	519,644.8	11,411.9	320,652.0	415,404.4	522,007.9	378,197.5
General science	3.52	2.36	7.75	2.64	5.68	2.01
Earth science	1.41	7.83	3.00	1.34	1.72	1.79
Environmental science	1.12	7.36	2.61	1.01	1.67	1.08
Physical science	2.51	5.08	6.02	1.56	2.52	4.21
Anatomy/Physiology	0.50	4.25	–	0.67	0.93	0.66
Biology	2.03	5.38	4.16	2.16	3.04	2.32
Chemistry	1.64	2.25	2.07	2.53	2.05	2.15
Physics	0.87	1.98	1.07	1.17	1.05	1.26
Advanced Placement (AP) Biology, Chemistry, and Physics	1.24	–	1.84	1.54	1.30	1.69
Other	2.02	1.32	4.00	1.96	1.76	3.32
None	1.79	5.15	3.47	2.13	1.87	2.76
Private						
Total number	101,677.4	–	58,225.0	109,754.5	67,670.1	87,633.4
General science	1.23	–	4.45	1.29	1.45	2.07
Earth science	0.93	–	–	0.60	–	1.78
Environmental science	1.64	–	–	0.95	1.12	–
Physical science	3.99	–	15.49	3.65	4.80	5.37
Anatomy/Physiology	0.73	–	0.00	0.86	1.34	–
Biology	4.66	–	13.10	4.81	6.28	5.71
Chemistry	3.86	–	6.78	3.69	5.26	4.75
Physics	1.75	–	5.02	1.90	2.44	2.07
Advanced Placement (AP) Biology, Chemistry, and Physics	2.68	–	2.01	3.11	4.60	2.51
Other	1.33	–	0.00	1.52	2.02	2.37
None	3.05	–	9.79	3.18	3.93	3.81

–Too few sample cases for a reliable estimate.

*Other minority consists of 12.6 percent Asian/Pacific Islander, 34.5 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 12A.—Standard errors for number and percentage of continuing students in grades 7-12 ever enrolled in American Indian/Alaska Native courses, by race/ethnicity and sex: 1993–94

Type of American Indian or Alaska Native course	Total continuing 7-12th grade students	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	800,895.0	28,668.7	374,910.3	656,408.5	594,047.9	625,554.2
BIA/tribal						
Total number	1,006.7	907.2	0.0	–	748.1	733.2
History	4.16	3.87	0.00	–	4.13	7.57
Native language	5.72	5.87	0.00	–	6.40	6.37
Culture	3.41	3.48	0.00	–	3.31	7.24
Arts and crafts	3.54	4.03	0.00	–	5.04	6.21
Government	3.19	3.28	0.00	–	1.90	7.22
Multicultural education	2.60	2.59	0.00	–	3.31	3.40
Social studies	4.99	5.00	0.00	–	5.88	7.59
Multiple topics	5.11	4.64	0.00	–	5.11	8.13
None	4.02	4.29	0.00	–	4.24	6.29
Public						
Total number	768,493.2	28,933.8	359,997.4	618,231.5	573,623.1	601,409.9
History	0.48	1.89	0.00	0.68	0.44	0.58
Native language	0.15	1.77	0.00	0.21	0.29	0.02
Culture	0.02	2.45	0.00	0.01	0.02	0.02
Arts and crafts	0.01	1.67	–	0.01	0.02	0.01
Government	0.01	0.90	0.00	–	0.01	0.01
Multicultural education	0.10	0.76	0.00	0.14	0.00	0.20
Social studies	0.99	1.85	1.83	1.05	1.27	0.90
Multiple topics	2.63	11.50	1.71	3.69	2.47	3.81
None	2.69	12.38	2.19	3.74	2.70	3.80
Private						
Total number	136,690.6	–	83,299.5	151,620.3	82,532.5	124,463.4
History	1.90	–	–	2.23	1.39	2.93
Native language	0.00	–	0.00	0.00	0.00	0.00
Culture	1.40	–	–	1.64	0.80	2.50
Arts and crafts	0.62	–	–	0.62	1.15	–
Government	0.33	–	0.00	–	–	0.00
Multicultural education	0.85	–	3.34	0.50	1.34	0.65
Social studies	0.84	–	4.25	0.47	1.24	0.67
Multiple topics	3.47	–	6.05	3.95	3.20	4.92
None	3.01	–	7.78	3.41	3.78	4.04

–Too few sample cases for a reliable estimate.

*Other minority consists of 10.9 percent Asian/Pacific Islander, 36.2 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

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Table 13A.—Standard errors for total number and percentage distribution of continuing students in grades 7-12 enrolled in or who completed AP courses, by race/ethnicity and sex: 1993–94

Enrollment in or completion of AP courses	Total continuing 7 - 12th grade students enrolled in or completed AP courses	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	800,895.0	28,668.7	374,910.3	656,408.5	594,047.9	625,554.2
BIA/tribal						
Total number	1,006.7	907.2	0.0	–	748.1	733.2
Currently enrolled in AP courses						
Not enrolled	6.84	4.09	0.00	–	6.29	9.12
One or more	6.84	4.09	0.00	–	6.29	9.12
Completed AP courses						
None completed	4.72	2.48	0.00	–	4.05	5.99
One or more	4.72	2.48	0.00	–	1.2	5.99
Public						
Total number	768,493.2	28,933.8	359,997.4	618,231.5	573,623.1	601,409.9
Currently enrolled in AP courses						
Not enrolled	2.25	1.35	3.24	2.63	2.13	3.23
One or more	2.25	1.35	3.24	2.63	2.13	3.23
Completed AP courses						
None completed	1.17	0.72	1.53	1.55	1.15	1.70
One or more	1.17	0.72	1.53	1.55	1.15	1.70
Private						
Total number	136,690.6	–	83,299.5	151,620.3	82,532.5	124,463.4
Currently enrolled in AP courses						
Not enrolled	3.22	–	8.77	3.40	4.54	3.92
One or more	3.22	–	8.77	3.40	4.54	3.92
Completed AP courses						
None completed	1.31	–	1.70	1.57	2.26	1.23
One or more	1.31	–	1.70	1.57	2.26	1.23

–Too few sample cases for a reliable estimate.

*Other minority consists of 10.9 percent Asian/Pacific Islander, 36.2 percent Hispanic, and 52.9 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 14A.—Standard errors for total number and percentage of continuing students in grades 11-12 who have sent transcripts to colleges or universities, by race/ethnicity and sex: 1993–94

Sector	Total continuing 11-12th grade students who sent transcripts	Race/ethnicity			Sex	
		American Indian/ Alaska Native	Other minority*	White, non-Hispanic	Male	Female
Total	395,684.4	7,285.8	209,876.6	336,780.0	320,071.6	211,942.9
BIA/tribal	11.15	8.98	0.00	–	–	–
Public	3.23	13.61	7.16	4.16	4.53	4.15
Private	8.19	–	–	6.44	7.96	8.73

–Too few sample cases for a reliable estimate.

*Other minority consists of 14.6 percent Asian/Pacific Islander, 41.8 percent Hispanic, and 43.6 percent black, non-Hispanic students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

Table 15A.—Standard errors for number of continuing students whose primary language spoken at home is other than English, and the number and percentage of those students who are Limited English Proficient, by primary language spoken in the student's home: 1993–94

Sector	Primary language spoken at home other than English	Primary language spoken in the student's home: American Indian/Alaska Native — English not primary language at home	American Indian/Alaska Native — Number limited English proficient	American Indian/Alaska Native — Percent limited English proficient	Spanish — English not primary language at home	Spanish — Number limited English proficient	Spanish — Percent limited English proficient	Other — English not primary language at home	Other — Number limited English proficient	Other — Percent limited English proficient
Total	407,951.8	8,035.2	3,442.0	8.41	259,842.5	202,454.0	5.28	291,558.9	141,844.5	11.33
BIA/tribal	985.0	1,011.4	786.6	3.95	–	–	–	75.7	168.9	10.54
Public	411,661.0	4,100.0	3,419.9	8.15	259,862.1	204,036.1	5.46	285,336.3	138,716.1	13.51
Private	52,231.2	–	–	–	–	–	–	41,348.6	15,861.9	8.96

--Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Student Records Questionnaire).

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Appendix B—Student Records Questionnaire

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

1a. Excluding homeroom, study halls, and free periods, was this student taught by

?

PGM 3

100 1 ☐ Yes
2 ☐ No → *GO to item 2a*

b. Did he/she teach this student all or most of the day?

105 1 ☐ Yes → *GO to item 2a*
2 ☐ No

c. List the classes that he/she taught this student on or about the date shown above. Record the number of times per week that each class met. Do not include homeroom, study halls, and free periods.

Class name	Meetings per week
110	115
120	125
130	135

2a. Excluding homeroom, study halls, and free periods, was this student taught by

?

140 1 ☐ Yes
2 ☐ No → *GO to item 3a*

b. Did he/she teach this student all or most of the day?

145 1 ☐ Yes → *GO to item 3a*
2 ☐ No

c. List the classes that he/she taught this student on or about the date shown above. Record the number of times per week that each class met. Do not include homeroom, study halls, and free periods.

Class name	Meetings per week
150	155
160	165
170	175

3a. Excluding homeroom, study halls, and free periods, was this student taught by

?

180 1 ☐ Yes
2 ☐ No → *GO to item 4*

b. Did he/she teach this student all or most of the day?

185 1 ☐ Yes → *GO to item 4*
2 ☐ No

c. List the classes that he/she taught this student on or about the date shown above. Record the number of times per week that each class met. Do not include homeroom, study halls, and free periods.

Class name	Meetings per week
190	195
200	205
210	215

4. Is this student male or female?

- ☐ Male
- ☐ Female

5. What is this student's date of birth?

Month ☐☐ Day ☐☐ Year 1 9 ☐☐

6. What is this student's country of birth?

- ☐ USA
- ☐ Other

7a. What is this student's race or ethnicity?

- ☐ American Indian or Alaska Native
- ☐ Asian or Pacific Islander
- ☐ Hispanic, regardless of race
- ☐ Black, not of Hispanic origin
- ☐ White, not of Hispanic origin

→ ***GO to item 8a***

b. What American Indian tribe or Alaska Native village is this student a member of?
Specify →

☐☐☐☐
(Office Use Only)

- ☐ Don't know

c. Is this student enrolled in that tribe or village?

- ☐ Yes
- ☐ No
- ☐ Don't know

d. Is this student currently enrolled in a class taught by an American Indian or Alaska Native teacher?

- ☐ Not currently enrolled at this school
- ☐ Yes
- ☐ No

e. At this school, is this student currently receiving counseling from an American Indian or Alaska Native counselor?

- ☐ Not currently enrolled at this school
- ☐ Yes
- ☐ No

8a. Has this student ever dropped out of or withdrawn from this school?
Do not include transfers to another school.

- ☐ Yes
- ☐ No → ***GO to item 9***

b. For which of the following reasons did this student drop out or withdraw?
Mark (X) all that apply.

- ☐ Alcohol or drug abuse
- ☐ Alienation or isolation
- ☐ Did not like school, teachers, or other students
- ☐ Discrimination
- ☐ Employment
- ☐ Family problems
- ☐ Friends withdrew or dropped out
- ☐ Parenthood or pregnancy
- ☐ Poor grades
- ☐ Other –*Specify*

_____

- ☐ Don't know

9. Has this student ever been suspended or expelled from this school due to alcohol or drug abuse?

- ☐ Yes
- ☐ No

10. What is this student's CURRENT status at this school?

- ☐ Enrolled
- ☐ Suspended
- ☐ Expelled
- ☐ Transferred to another school
- ☐ Withdrawn/Dropout/ Chronic truant *(See definition below)*
- ☐ Deceased

→ ***GO to next student***

11. Prior to this school, which of the following types of schools did this student attend?
Mark (X) all that apply.

- ☐ Public school
- ☐ Private school
- ☐ Bureau of Indian Affairs-funded school
- ☐ No other school attended
- ☐ Don't know

DEFINITION

Question 10 – Withdrawn/Dropout/Chronic Truant – An individual who has not been in school for 4 consecutive weeks or more and is not absent due to illness or injury.

12. **What is the primary language spoken in this student's home?** *Mark (X) only one box.*

- ☐ English
- ☐ Spanish
- ☐ American Indian or Alaska Native language
- ☐ Other

13. **Is this student classified as limited English proficient (LEP)?** *(See definition below)*

- ☐ Yes
- ☐ No

14. **Does this student receive free or reduced-price lunches through the National School Lunch Program?**

- ☐ Yes
- ☐ No

15. **Which of the following services does this student receive?** *Mark (X) all that apply.*

- ☐ Gifted and talented
- ☐ Remedial education
- ☐ Chapter 1
- ☐ Before-school or after-school care
- ☐ Indian Education Act (Title V)
- ☐ English as a Second Language (ESL)/ English for Speakers of Other Languages (ESOL) *(See definition below)*
- ☐ Bilingual education *(See definition below)*
- ☐ None of the above

16a. **Is this student receiving special education services under the Individuals with Disabilities Education Act (IDEA)?**

- ☐ Yes
- ☐ No → ***GO to item 17***

b. **Which of the following disabilities does this student have?** *Mark (X) all that apply.*

- ☐ Learning disability
- ☐ Emotional disturbance
- ☐ Mental retardation
- ☐ Speech or language impairment
- ☐ Hearing impairment
- ☐ Visual impairment
- ☐ Orthopedic impairment
- ☐ Autism
- ☐ Traumatic brain injury
- ☐ Other health impairment

17. **At this school, which of the following types of counseling services is this student currently receiving?** *Mark (X) all that apply.*

- ☐ School or academic counseling
- ☐ Career counseling
- ☐ Family counseling
- ☐ Alcohol or drug abuse counseling
- ☐ Psychological or mental health counseling
- ☐ American Indian or Alaska Native counseling
- ☐ Other counseling
- ☐ None

18a. **How many days were in the last completed grading period, that is, the last quarter, semester, or other unit this school uses to designate a grading period?**

_____ Total days in grading period

b. **Of those days, how many days was this student absent?**

_____ Days absent

19a. **Has this student ever been retained in a grade?**

- ☐ Yes
- ☐ No → ***GO to item 20***
- ☐ Don't know → ***GO to item 20***

b. **In what grades has this student been retained?** *Mark (X) all that apply.*

- ☐ Ungraded
- ☐ Prekindergarten
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

DEFINITIONS

Question 13 – Limited English Proficient – Students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.

Question 15 – English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL) – Students with limited English proficiency are provided with intensive instruction in English.

Bilingual Education – Native language is used to varying degrees in instructing students with limited English proficiency.

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20. What is this student's CURRENT grade level?

- ☐ Ungraded
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th

→ ***GO to next student***

- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

21. In which math course is this student CURRENTLY enrolled? *Mark only **one** box. If this student is currently enrolled in more than one math course, mark the box for the highest level in which this student is currently enrolled.*

810
- 1 ☐ Remedial math
- 2 ☐ General or regular math
- 3 ☐ Business or consumer math
- 4 ☐ Pre-algebra or enriched math
- 5 ☐ Algebra I
- 6 ☐ Geometry
- 7 ☐ Algebra II
- 8 ☐ Trigonometry
- 9 ☐ Algebra II/Trigonometry
- 10 ☐ Pre-calculus
- 11 ☐ Calculus
- 12 ☐ Advanced Placement (AP) Calculus
- 13 ☐ Other
- 0 ☐ None

22. In which science course(s) is this student CURRENTLY enrolled? *Mark (X) all that apply.*

- 615 1 ☐ General science
- 620 2 ☐ Earth science
- 625 3 ☐ Environmental science
- 630 4 ☐ Physical science
- 635 5 ☐ Anatomy/Physiology
- 640 6 ☐ Biology
- 645 7 ☐ Advanced Placement (AP) Biology
- 650 8 ☐ Chemistry
- 655 9 ☐ Advanced Placement (AP) Chemistry
- 10 ☐ Physics
- 11 ☐ Advanced Placement (AP) Physics
- 12 ☐ Other
- 0 ☐ None

23. At this school, including this school year, which of the following types of courses has this student EVER been enrolled in? *Mark (X) all that apply.*

- 680 1 ☐ American Indian or Alaska Native history
- 685 2 ☐ American Indian or Alaska Native language
- 690 3 ☐ American Indian or Alaska Native culture
- 695 4 ☐ American Indian or Alaska Native arts and crafts
- 700 5 ☐ American Indian tribal government or Alaska Native village government
- 705 6 ☐ Multicultural education with an American Indian or Alaska Native emphasis
- 710 7 ☐ Social studies with an American Indian or Alaska Native emphasis
- 715 8 ☐ 2 or more of the above topics are integrated into the entire curriculum
- 720 0 ☐ None of the above

If this student is in grade 9 or above, CONTINUE with item 24. Otherwise, GO to the next student.

24. How many Advanced Placement (AP) courses is this student CURRENTLY enrolled in?

725 0 ☐ None or _____ AP courses

25. How many Advanced Placement (AP) courses has this student COMPLETED?

730 0 ☐ None or _____ AP courses

26a. What is this student's cumulative grade point average (GPA) for the current school year? *Report answer to the nearest tenth.*

735 ___ . ___ GPA

b. What grading scale is used to compute this student's GPA?

740
- 1 ☐ 0.0 to 4.0
- 2 ☐ 0.0 to 5.0
- 3 ☐ 0 to 100
- 4 ☐ A to E or A to F
- 5 ☐ Other

27. How many transcripts have been sent to colleges or universities for this student?

☐ None or _____ Transcripts

*U.S.GPO:1993-350-080:80354

FORM SASS-9 (11-15-93)

Appendix C—Schools and Staffing Survey Data Products

SCHOOLS AND STAFFING SURVEY (SASS) DATA PRODUCTS

The following SASS data products may be obtained free of charge while supplies last from:

U.S. Department of Education
National Center for Education Statistics
SASS Data Products
555 New Jersey Avenue, NW, Room 422
Washington, DC 20208-5651

Reports

- The Effects of Professionalization on Teachers: A Multi-Level Analysis, 1990–91 (NCES 97-069)
- The State of Teaching as a Profession, 1990–91 (NCES 97-104)
- Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indians and Alaska Native Students (E.D. Tab, NCES 97-449)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994-95 (E.D. Tab, NCES 97-450)
- Characteristics of American Indian and Alaska Native Education, Results from the 1993–94 SASS (NCES 97-451)
- A Profile of Administration Policies and Practices for Limited English Proficiency Students: Screening Methods, Teacher Training, and Program Support, 1993–94 (NCES 97-472)
- The Schools and Staffing Survey Recommendation for the Future (NCES 97-596)
- Out-of-Field Teaching and Educational Equality (NCES 96-040)
- Schools and Staffing in the United States: A Statistical Profile: 1993–94 (NCES 96-124)
- Private School Universe Survey, 1993–94 (NCES 96-143)
- SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results (NCES 96-312)
- Comparing Key Organizational Qualities of American Public and Private Secondary Schools (NCES 96-322)

Reports ***(continued)***

- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94 (E.D. Tab, NCES 95-191)
- Private Schools in the United States: A Statistical Profile, 1990–91 (NCES 95-330)
- Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–1991 (NCES 95-348)
- Characteristics of American Indian and Alaska Native Education, Results from the 1990–91 SASS (NCES 95-735)
- Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990–91 (NCES 95-744)
- The Patterns of Teacher Compensation (NCES 95-829)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1991-92 (E.D. Tab, NCES 94-337)
- SASS by State (NCES 94-343)
- Private School Universe Survey, 1991-92 (NCES 94-350)
- Qualifications of the Public School Teacher Workforce: 1988 and 1991 (NCES 94-665)
- America s Teachers: Profile of a Profession (NCES 93-025)
- Private School Universe Survey, 1989-90 (NCES 93-122)
- Selected Tables on Teacher Supply and Demand (E.D. Tab, NCES 93-141)
- Schools and Staffing in the United States: A Statistical Profile, 1990-91 (NCES 93-146)
- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91 (E.D. Tab, NCES 93-453)
- Schools and Staffing in the United States: A Statistical Profile, 1987-88 (NCES 92-120)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89 (E.D. Tab, NCES 91-128)

Forthcoming Reports

- America's Teachers: Profile of a Profession, 1993–94
- Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics
- Job Satisfaction Among America's Teachers: Effects of Workplace, Conditions, Background Characteristics, and Teacher Compensation, 1993–94
- Private Schools in the U.S.: A Statistical Profile, 1993–94
- Sources of Newly Hired Teachers in Public and Private Schools, 1988–94
- Characteristics of Public School Districts, 1993-94
- School Principals in the United States, 1993-94

Issue Briefs

- Are Limited English Proficient (LEP) Students Being Taught by Teachers with LEP Training? (Issue Brief, NCES 97-907)
- How Widespread Is Site-Based Decisionmaking in Public Schools? (Issue Brief, NCES 97-908)
- Public School Choice Programs, 1993-94: Availability and Student Participation (Issue Brief, NCES 97-909)
- Teachers' Sense of Community: How Do Public and Private Schools Compare? (Issue Brief, NCES 97-910)
- Are High School Teachers Teaching Core Subjects Without College Majors or Minors in Those Subjects? (Issue Brief, NCES 96-839)
- Where Do Minority Principals Work? (Issue Brief, NCES 96-840)
- What Academic Programs are Offered Most Frequently in Schools Serving American Indian and Alaska Native Students? (Issue Brief, NCES 96-841)
- How Safe are the Public Schools: What Do Teachers Say? (Issue Brief, NCES 96-842)
- Extended Day Programs in Elementary and Combined Schools (Issue Brief, NCES 96-843)

Issue Briefs ***(continued)***

- What Criteria are Used in Considering Teacher Applicants? (Issue Brief, NCES 96-844)
- Private School Graduation Requirements (Issue Brief, NCES 95-145)
- How Much Time Do Public and Private School Teachers Spend in Their Work? (Issue Brief, NCES 95-709)
- Migration and Attrition of Public and Private School Teachers: 1991–92 (Issue Brief, NCES 95-770)
- Which Types of Schools Have the Highest Teacher Turnover? (Issue Brief, NCES 95-778)
- Libraries/Media Centers in Schools: Are There Sufficient Resources? (Issue Brief, NCES 95-779)
- Who Influences Decisionmaking About School Curriculum: What Do Principals Say? (Issue Brief, NCES 95-780)
- Public and Private School Principals: Are There Too Few Women? (Issue Brief, NCES 94-192)
- Sources of Newly Hired Teachers in Public and Private Schools, 1988-91 (Issue Brief, NCES 94-481)
- What are the Most Serious Problems in Schools? (Issue Brief, NCES 93-149)
- Teacher Salaries—Are They Competitive? (Issue Brief, NCES 93-450)
- Teaching and Administrative Work Experience of Public School Principals (Issue Brief, NCES 93-452)
- Teacher Attrition and Migration (Issue Brief, NCES 92-148)

Video

- Americas Teachers: Profile of a Profession

Methods

- 1993-94 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 96-089)

Methods ***(continued)***

- An Exploratory Analysis of Nonrespondents in the 1990-91 Schools and Staffing Survey (NCES 96-338)
- Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Surveys (SASS) Volume I--User's Manual (NCES 95-342I)
- Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Surveys (SASS) Volume II--Technical Report (NCES 95-340II)
- Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (Technical Report, NCES 94-340)
- 1990-91 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 93-449)
- Modeling Teacher Supply and Demand, with Commentary (Research and Development Report, NCES 93-461)
- 1987-88 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 91-127)

CD-ROMs

- Schools and Staffing Survey: 1993–94 Electronic Codebook and Public Use Data
- Schools and Staffing Survey: 1990–91 Electronic Codebook and Public Use Data
- Schools and Staffing Survey, 1987–88 Microdata and Documentation

Questionnaires

- SASS and PSS Questionnaires 1993–1994 (NCES 94-674)
- SASS and TFS Questionnaires 1990–1991
- SASS and TFS Questionnaires 1987–1988

User's Manuals

- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume I: Survey Documentation (NCES 96-142)

User's Manuals *(continued)*

- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume II: Restricted-Use Codebook (NCES 96-142-II)
- 1990–91 Schools and Staffing Survey: Data File User s Manual Volume I: Survey Documentation (NCES 93-144-I)
- 1990–91 Schools and Staffing Survey: Data File User s Manual Volume II: Restricted-Use codebook (NCES 93-144-II)
- 1990–91 Schools and Staffing Survey: Data File User s Manual Volume III: Public-Use codebook (NCES 93-144-III)
- 1990–91 Schools and Staffing Survey: Data File User s Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrator, Schools, and Teachers (NCES 93-144-IV)
- 1991–92 Teacher Followup Survey Data File User s Manual—Public-Use Version (NCES 94-331)
- 1991–92 Teacher Followup Survey Data File User s Manual—Restricted-Use Version (NCES 94-478)
- 1988–89 Teacher Followup Survey Data File User s Manual—Public-Use Version (NCES 92-058)

Forthcoming User's Manuals

- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume III: Public-Use Codebook
- 1993–94 Schools and Staffing Survey, Data File User s Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrator, Schools, and Teachers
- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume V: Restricted-Use Codebook Students' Records

Conference Papers

- Using Classroom Instructional Process Items in National Center for Education Statistics Study To Measure Student Opportunity to Learn: A Progress Report
- Heaven or Hell? The Teaching Environment of Beginning Teachers

Conference Papers *(continued)*

- Using Opportunity to Learn Items in Elementary and Secondary National Surveys
- Characteristics of Public and Private School Teachers
- Characteristics of Mathematics and Science Teachers
- Teacher Training, Certification and Assignment
- Teacher Turnover: Patterns of Entry To and Exit from Teaching
- Moonlighting Among Public and Private School Teachers
- Characteristics of Bilingual Education and English as a Second Language Teachers
- Highlights of Minority Data from the Schools and Staffing Survey
- Teacher Incentive Research with SASS
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education
- What are the Characteristics of Principals Identified as Effective by Teachers
- Schools at Risk: Results of the 1987-88 Schools and Staffing Survey
- Destinations of Movers and Leavers: Where Do They Go?
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education
- Classroom Environment and Support of Beginning Teachers: A Test of the "Crucible versus Cradle" Theory of Teacher Induction
- Why do Teachers Leave Teaching? Reasons for Teacher Attrition from the Teacher Followup Survey

NCES Working Papers Related to SASS

WP 94-01 Schools and Staffing Survey (SASS). Papers Presented at the Meetings of the American Statistical Association

Section on Survey Research Methods, August 1992

a. "The Schools and Staffing Survey: Research Issues"
b. "The Schools and Staffing Survey: How Reinterview Measures Data Quality"

NCES Working Papers Related to SASS *(continued)*

c. "Mail Versus Telephone Response in the 1991 Schools and Staffing Surveys"
d. "Questionnaire Research in the Schools and Staffing Survey: A Cognitive Approach"
e. "Balance Half-Sample Replication with Aggregation Units"
f. "Characteristics of Nonrespondents in the Schools and Staffing Surveys' School Sample"
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